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REPORT ON THE CASE STUDIES MEETING

Thursday afternoon, June 2, 1955

Cannon C. Hearne, Discussion Leader

Attendance at Meeting

FAS

Cannon C. Hearne  
Jack Nichols  
Loyd Adcock  
Roberta Clark

ARS

Lewis P. McCann  
Dr. William H. Diehl  
Dr. John Martin  
Roy Jones  
Forrest G. Bell

FES

Gerald Huffman  
Otto Croy  
John R. Paulling  
Dr. Fred P. Frutchey  
P. K. Hooker  
E. H. Seften  
E. H. Leker

Notes on Mr. Hearne's Introductory Remarks:

It is thought that, with reference to foreign training participants, case studies help him or her:

1. To get a grasp of a total situation.
2. To visualize their own situation
3. To pick out principles which could apply anywhere.

For those working on preparation of training programs, this meeting should help in the use of case studies as tools for others to use.

The legal profession has always used case stories. For a long time, public administration has been using them.

These are not evaluations within themselves--they are only factual--but they can serve as evaluation tools.

Mr. Hearne then suggested that we break up into two groups, one to discuss the Missouri Balanced Farming case study and the other, the Italian Hybrid Corn study. He suggested that our discussions cover three things, as follow:

1. Key factors that make or break the program.
2. The changes we would make if the program were to be done over.
3. The principles illustrated that would stand up under any situation.

CONCLUSIONS REPORTED FROM GROUP WHICH DISCUSSED

"THE INTRODUCTION AND SPREAD OF HYBRID CORN IN ITALY"

Dr. W. W. Diehl served as chairman.

Mr. P. K. Hooker served as secretary.

The following notes, as prepared by Mr. Hooker, the secretary, are the conclusions made by the Italian study subgroup:

I. Key Factors That Make or Break the Program

A. Favorable Factors

1. Food production was low.
2. Corn yields were low in comparison to hybrid corn.
3. Certain areas were depending primarily on corn for food.
4. There was a strong local personality involved (Dr. Luigi Fenaroli, Director of the principal Corn Experiment Station at Bergamo).
5. Some Italian technicians had been trained in hybrid corn techniques in the United States.
6. Use of American technicians as consultants and counterpart administrators.
7. The confidence of the average Italian in Americans and American know-how.
8. Corn could and had been grown--they were "corn-minded."
9. A school was conducted on hybrid corn for county agents by Dr. Jenkins.

Another favorable factor mentioned by Dr. Jenkins, which was not really brought out in the study, was the fact that, in comparison with the hybrid corn seed development in other European countries, the production in Italy was kept relatively free from monopolistic government control. Federconsorzi, a quasi-government agency, distributed the seed, but three American companies were involved in the production of much of it.

Four other favorable factors brought out in the discussion after the Missouri subgroup joined the Italian subgroup were:

1. Simple visible practice.
2. The value quickly tangible.
3. Timeliness.
4. Use of local organizations, people and materials.

B. Unfavorable Factors

1. People hesitant to take up something new.
2. Influence of the communist situation.
3. The Italian seed companies were threatened by the importation of hybrid seed.
4. The free corn imported by the church.
5. Mental food habits.



A factor which certainly had its influence was the subsidization (keeping the price of hybrid corn to the farmer purchaser in line with the price of the non-hybrid seed.) This got the program off to a faster start, but the long-run benefit is debatable.

## II. The Changes We Would Make If The Program Were To Be Done Over

1. Keep organizations from sending in free seed.
2. Avoid monopolization of production or sale.
3. Be sure varieties are adaptable to the areas concerned.
4. Better backstopping from FOA/W.
5. Better extension information program in the early stages of the program.

## III. Principles Applicable in Any Situation

1. Thinking a problem completely through in reference to the local political situation.
2. Need for getting coordination when various agencies are involved.
3. Need for keeping people to be affected well informed by a thorough program of public information.
4. Avoidance of monopolistic control.
5. Need for follow-up.
6. Involvement of all agencies and individuals that can make worthwhile contribution--administrative, research, private business, extension agents, farmers, publicity people, etc.
7. Development and use of local research talent and institutions.
8. Make program sufficiently successful and well enough rooted that nationals will carry on after Americans leave.
9. A favorable difference that can be seen by the naked eye.
10. Need for enthusiasm, ability, and tenacity on part of persons conducting a program of this kind.
11. Desirability for Americans to learn the language in working in a foreign country.

### CONCLUSIONS REPORTED FROM GROUP WHICH DISCUSSED

#### "THE MISSOURI BALANCED FARMING CASE STUDY"

Mr. Gerald Huffman served as chairman of this subgroup and reported the following conclusions:

### I. Key Factors That Make Or Break The Program

- A. Awareness of need on part of Extension Administration (Director) and selected farm families that Extension teaching needed changes to more effectively help farm families solve their major farm and home problems.

- B. Development of administrative device within Extension organization to coordinate State staff efforts on behalf of the balanced farming approach.
- C. The development of an inservice training program to reorient the county Extension staff towards the new approach.
- D. Significance of farm family willingness to support (including financial) the rapid growth of balanced farming.
- E. The establishment of groups of participating families to bring about more effective use of Extension workers' time.

II. The Changes We Would Make If The Program Were To Be Done Over

- A. Bring home side of total effort into program at initial stage.
- B. Same as above for rural youth activities.
- C. Tie research into program at the beginning.
- D. Give more thorough attention to what contributions other public agencies could make in solution of problems faced by participating farm families.

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After the two groups, under the chairmanship of Mr. Hearne, had made their reports and discussed their conclusions, the six following general principles were put on the board by Mr. Hearne summarizing points that had been brought out by the discussion;

- 1. Verbalize problem by leadership.
- 2. Organization of people needed.
- 3. Demand for action--information, training, understanding by people.
- 4. A plan and solution for the problem.
- 5. Specific leadership, strong personalities.
- 6. Carry out and follow up the plan.







